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ABSTRACT

Black Hawk College policies and programs were examined to determine their effectiveness in responding to the needs of returning women students, one of the most significant groups in the "new student" population. Literature was reviewed, college documents studied, key personnel were interviewed, and 225 women students aged 25 or older were surveyed. Findings demonstrated that (1) women constituted 52.8 percent of the entire student population and women 25 years old or older accounted for 25 percent of this group, (2) Black Hawk College has several significant programs for women, but very few women have knowledge of these programs, (3) about 70 percent of returning women students at Black Hawk College are career or job goal oriented. Four major recommendations are suggested: (1) a position of Coordinator for Women's Programs should be created to help bridge the present communication gap between existing programs and the student population; (2) a more flexible system for the scheduling of classes should be investigated; (3) there should be increased individualization of courses; and (4) extension courses and an innovative library-based program Study Unlimited, should be expanded. The study concluded that the adoption of these recommendations would strengthen the effectiveness of Black Hawk College's Affirmative Action Plan by improving the opportunities of returning women students. The survey questionnaire and statistical data are included. (Author/LBH)

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AN INVESTIGATION OF THE EFFECTIVENESS OF
BLACK HAWK COLLEGE POLICY IN RESPONDING
TO THE NEEDS OF RETURNING WOMEN STUDENTS

EDUCATIONAL POLICY SYSTEMS

BEST COPY AVAILABLE

by

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QUAD-CITIES CLUSTER

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

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U.S. DEPARTMENT OF HEALTH,
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ABSTRACT

This study investigated the effectiveness of policies and programs at Black Hawk College in responding to the needs of one of the most significant groups in the "new student" population, returning women students.

Significant literature was researched, college documents were perused, and key personnel were interviewed. Finally a survey was distributed to 225 women students, twenty-five years old or older, who were attending Black Hawk College.

Findings demonstrated that (1) women constituted 52.8 percent of the entire student population and women twenty-five years old or older accounted for 25 percent of this group, (2) Black Hawk College has several significant programs for women, but very few women have knowledge of these programs, (3) about 70 percent of returning women students at Black Hawk College are career or job goal oriented.

Four major recommendations were suggested. First, a position of Coordinator for Women's Programs should be created to help bridge the present communication gap between existing programs and the student population. Secondly, a more flexible system for the scheduling of classes should be investigated. Thirdly, there should be increased individualization of courses. Finally, extension courses and an innovative library-based program Study Unlimited, should be expanded.

The study concluded that the adoption of these recommendations would strengthen the effectiveness of Black Hawk College's Affirmative Action Plan by improving the opportunities of returning women students.

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INTRODUCTION

One of the significant outgrowths of the women's movement has been the increasing number of women entering college today. The enrollments of Black Hawk College over the past few years reflect the effects of these returning women students.¹

In the fall of 1973, 5,159 students were enrolled in courses in degree programs on the Quad-Cities Campus. Of this figure, 2,292 or 44.4 percent were females.² An interview with Dr. Charles J. Carlsen, Dean of Student Services, indicated that there had been a dramatic change in these figures over the past two years.

In the fall of 1975, 7,566 students were enrolled in courses in degree programs on the Quad-Cities Campus. This represented a 46.6 percent total enrollment increase over a two year period. Even more revealing, however, was the fact that women now outnumber men. There were 3,996 females, 52.8 percent of the total student population, and 3,570 males, 47.2 percent of the population. This data illustrates that 70.8 percent of the recent gains in student population are the results of increased enrollments of women. One-fourth of these women

¹For the purposes of this study, returning women students will be operationally defined as those women, twenty-five years of age or older, who either entered marriage or the job market immediately upon graduation from high school, or interrupted their college educations for marriage and the raising of children.

²"A Self Study Prepared for the North Central Association of Colleges and Secondary Schools," (Moline, Illinois, Black Hawk College, December 1974). (Mimeographed.) Hereafter referred to as, "A Self Study." See appendix, Document I.

students at the Quad-Cities Campus are over twenty-five years of age.³

Clearly, there is a definite need to investigate how effectively programs which are built on current college policy are dealing with returning women students. The Board Policy Manual states:

Black Hawk College exists to provide meaningful opportunities for individual growth in response to an everchanging society. The creed of the College is that each individual must be provided with the greatest possible opportunity to develop his or her potential in accordance with his or her own unique abilities, needs, desires, and interests. Because educational needs vary as an individual continues through life, varying programs and alternative methods of education must be provided at reasonable cost.⁴

This general policy statement was further developed in a self study of the College.

New outreach efforts will be launched in an attempt to better serve those who have been less than adequately served in the past. The Affirmative Action Plan for Improvement of Equal Opportunities for Members of Minority Groups, Women and Physically Handicapped will pervade College efforts in every area.⁵

A preliminary investigation revealed that there has been no previous attempt to assess current policies or programs for returning women students. When completed, this study should be of significant value to the institution.

An analysis of current programs directly or indirectly serving returning women students was conducted. The methods used included:

³"Reports on Enrollment Prepared for Illinois Board of Higher Education/Illinois Community College Board," (Moline, Illinois, Black Hawk College, Fall, 1975). See Appendix, Documents II and III.

⁴Board Policy Manual, (Moline, Illinois, Black Hawk College, December, 1974). (Mimeographed.) section 3.10.

⁵"A Self Study," p. 5.

research of institutional literature and policy statements dealing with programs for returning women students; interviews with key personnel involved with related programs to determine current policies; and a questionnaire based on current research and college programs was developed and distributed to a representative sample of returning women students.

BACKGROUND AND SIGNIFICANCE

Title IX of the Education Amendments of 1972 prohibits sex bias in any federally aided education program or activity, including collegiate athletics. The enactment of this legislation was the direct result of increased pressure throughout the United States for equal educational opportunity for women.

Historically, women's education has been considered an unnecessary frill or a consumer commodity. A popular notion was that women attended college for a "Mrs Degree." However, recent economic and social developments have altered this situation dramatically.

Inflation and the resulting higher cost of living have made it increasingly necessary for more women to return to work. The sophistication of automation and the trend toward smaller families have considerably lessened the woman's responsibility in the home. In 1972, it was estimated that about 50 percent of American women aged thirty-five to forty-four were in the labor force.⁶

These economic and social developments are causing women to look at their education more objectively as an investment, like men do. In a conference on Womanpower and Education, Joan Burstyn said that women are "no longer prepared to think of education as

⁶ Donald Light, Jr. and Suzanne Keller, *Sociology* (New York: Alfred A. Knopf, 1975), p. 145.

a mere frill to their accomplishments. They are thinking of utilizing it in some way."⁷ Harris, in the same volume, went on to say,

It does not follow, however, that a woman's education, including her higher education, must be geared to preparing her for a profession or occupation. Such narrow training is certainly one possibility, the discussants noted, but they were unanimous in declaring the need for flexibility in a woman's preparation for employment. Two major reasons were given:

First, in our restlessly mobile society, men may be transferred on short notice or may be compelled to move to other cities in order to find better jobs, regardless whether their working wives can find good jobs in the new locations. The wives' education, therefore, must have prepared them to be flexible; they must be able to adapt to the best possibilities among the jobs they find available.

Second, women who re-enter the labor force after years of absence often find that their interest have been radically altered by their experience as wives and mothers. (This redirection of interest is common among men also, but it manifests itself gradually throughout their working lives.) The shift tends to be horizontal rather than vertical: women are drawn to different and more congenial jobs, rather than to jobs with greater status and income. If their earlier education has been too narrow, it may no longer stand them in good stead.⁸

Despite women's increased interest in education, there are still many barriers confronting the returning woman student. The Newman Report indicated, that as late as 1971 women were still experiencing a great deal of discrimination in higher education. This bias ranges from outright discrimination against women as students, particularly at the graduate level, to more subtle

⁷Joan Burstyn, quoted in "Womanpower and Education," Education and Public Policy, ed. Seymour E. Harris and Alan Levensohn (Berkeley:McCutchan, 1965), p. 326.

⁸Seymour E. Harris and Alan Levensohn, eds., Education and Public Policy (Berkeley:McCutchan, 1965), p. 326.

discrimination such as negative attitudes about women's potential and chances of completion. Various institutional practices and programs (e.g., the inability to transfer credits, lack of financial aid for part-time study, residence requirements, and lack of campus services and child-care facilities) all seem to work against women undertaking or completing their education.⁹ The Newman Report further states that:

One inevitable and damaging result of this combination of discrimination and lack of adequate facilities is that women students are encouraged to conclude that they should think of themselves only as potential wives and mothers, or, at best, as teachers or nurses. Several studies confirm that even very talented women students are affected by what Mary Bunting, the president of Radcliffe, has called the "climate of unexpectation" for women, and that their aspirations decline as they go through college.¹⁰

Clearly, this background illustrates the many problems returning women students have encountered. Attempts are now being made to correct these difficulties.

Enrollment in higher education in the fall of 1975 showed the biggest increase in a decade. Public two-year institutions experienced the sharpest increase, 19.3 percent higher than it was in 1974.¹¹ As is evidenced in the data from Black Hawk College and other institutions, a large proportion of this increase can be traced to the growing phenomenon of returning women students. A recent study shows:

⁹Frank Newman, Chairman, Report on Higher Education, U. S. Department of Health, Education and Welfare, (Washington: Government Printing Office, 1971), pp. 51-55.

¹⁰Newman, p. 55.

¹¹Jack Magarrell, "Enrollment Increase: Biggest in a Decade", The Chronicle of Higher Education, November 17, 1975, p. 1, col. 2.

According to government figures, 500,000 women ranging in age from 21 to 80-plus are currently turning or returning to college. Some go directly into four-year colleges as matriculated students while others begin at the community college level. For others the point of entry is the adult education program, now more than ever regarded as a stepping stone to matriculation, while still others turn to continuing education for women programs--like adult education programs in that they welcome men, but specialized enough to have acquired their own acronym--CEW.

Hard hit by declines in applications from younger students, eager to qualify for special federal grants, enlightened by the women's movement, colleges are unrolling the academic red carpet for adults in general, and women in particular. So many colleges are instituting so many CEW programs so quickly that Bernice Sandier, director of the Association of American Colleges' Project on the Status and Education of Women, estimates that more than half of the nation's 2,000 colleges may be involved, an enormous proliferation considering that the oldest CEW program in the country was established only 15 years ago at the University of Minnesota.¹²

Current programs for women are emphasizing improved facilities such as women's lounges, resource centers, and child-care centers. Special time considerations are making the scheduling of classes more flexible for women. Finally, increased counseling services, assertiveness training, and specialized courses and workshops for women only are all facilitating the return of women to higher education.¹³

Experimental colleges throughout the country have assisted in developing programs to improve the position of returning women students. Their efforts have been aimed at correcting what they

¹²Elizabeth Stone, "Women's Programs Grow Up," Change, November 1975, p. 17.

¹³Stone, pp. 17-19.

see as basic flaws in higher education. One of the experimental colleges' primary assertions is that "the needs and ambitions of women and minorities are not met equitably."¹⁴

Evergreen State College, Olympia, Washington, provides a good illustration of the types of programs that are being attempted at these experimental colleges.

Evergreen is running pilot programs to introduce middle-aged people to college. Now underway are programs involving state clerical employees between the ages of 30 and 40 and a group of housewives age 35 and over.¹⁵

However, public community colleges are not to be outdone by the experimental colleges. Recent research conducted by the AACJC indicates that programs for women are flourishing in the two-year institutions.

Deans of students were asked to respond, and 577 supplied data. A surprising survey response of 88 percent seems to indicate significant interest in the topic of women's programs.

According to the survey responses, 50.8 percent (293) of the institutions offer special programs for women students. Programs currently take two major forms; specialized credit courses, in academic areas, i.e. "Women in Literature," and noncredit offerings. In the first category, over 10 percent of the colleges are offering credit courses with a women's emphasis in psychology, sociology, and history. One hundred eleven institutions (19%) are offering courses in the literary area, the largest single discipline represented.

Noncredit offerings include short courses designed specifically for women, with the following represented: personal awareness and/or search for identity (27.2%), problem-solving (16.6%), and consciousness-raising experiences (16.8%). Special seminars and conferences are also a part of this category and include programs on the feminist movement (12.5%), and women in the labor force

¹⁴Charles R. Longworth, "Experimental Colleges: Agents of Change," Today's Education, Volume 65, Number 1 (January-February, 1976), p. 75.

¹⁵Longworth, p. 74.

(20.5%). About one-third (31%) of the colleges are offering programs designed to encourage women to continue their education.¹⁶

This practicum proposes to investigate how effectively Black Hawk College has met the demands of Affirmative Action policy in responding to the needs of returning women students.

¹⁶Donald D. Nichols, "Women's Programs at Public Community Colleges," Community and Junior College Journal, Volume 46, Number 4 (December-January, 1976), p. 7.

PROCEDURES

Six program areas of the Quad-Cities campus that are either directly or indirectly serving the needs of returning women students were investigated. Three of these areas were programs or courses specifically designed to meet the needs of female students or women in the community. These included the Accent on Women program, a course entitled Psychology of Women, and Orientation 100 (For Women Only). The other three areas examined were programs that offered more flexible or alternative means of obtaining college credit other than the traditional campus classroom setting. These programs included the Study Unlimited program, College Level Examination Program (CLEP), and extension course offerings.

Several procedures were used for the collection of data. The College Catalogue, pamphlets, memos, and reports were perused to ascertain the policies and objectives upon which these programs were built. Secondly, interviews were held with key personnel currently involved in the programs, and where this was not possible, questionnaires were sent to obtain the necessary information. An attempt was made to determine how many returning women students are currently making use of these programs.

The final procedural step taken in this practicum was the development and administration of a comprehensive survey instrument to analyze the attitudes and needs of returning women students at Black Hawk College.¹ Another function of this survey was to assess the degree of knowledge that women students possessed concerning the

¹See Appendix, Document IV.

existing programs on the campus.

Two hundred and twenty-five surveys were distributed to women students twenty-five years old or older throughout the Quad-Cities campus and at two of the extension centers. A careful attempt was made to see that the surveys were spread over the various program areas of the college to insure a representative sample.

RESULTS

The data covered in this section was derived from questionnaires, interviews, memos, various college documents, and the results of the survey. The data from the survey is based on 186 responses, 82.6 percent of the sample of 225 returning women students.

For purposes of clarity and ease of handling, the results of this investigation will be reported separately for each of the six program areas studied. In the final portion of this section the survey results which give a profile of returning women students will be presented.

Accent on Women Program

According to a pamphlet developed by an organizing committee, "the purpose of the Accent on Women Program is to focus attention on the emergence of a belated, but much needed, change in the status of American women."¹ Through this program, a definite attempt has been made to meet the many needs of women by offering various courses, workshops, and seminars. Also, the organizing committee's pamphlet stated:

Various types of counseling services are available to all women free of charge. Counseling is provided in the areas of educational planning, career development, and personal or psychological development. A wide variety of career information is maintained and a comprehensive testing program is available.²

¹Pamphlet on Accent on Women (Black Hawk College, Moline, Illinois, Spring Semester, 1975). (Mimeographed.)

²Ibid.

Since the inception of the Accent on Women program in the fall of 1974, approximately five hundred women have participated in the various seminars and workshops. Estimates suggest that about 32 percent of the women who have participated in these programs are now enrolled in courses on the campus.³

Table 1 shows that 31.1 percent of the day school women surveyed were familiar with the Accent on Women program, and yet only 9.8 percent had participated. However, 83.3 percent of those who took part found the program worthwhile. The responses from night school and extension classes were similar to the day school findings.⁴

Table 1

Day School Responses to the Accent on Women Program

N = 122	Percentages	Yes	No
Are you familiar with this program?		31.1	68.9
Have you participated?		9.8	90.2
If yes, did you find it worthwhile?		83.3	16.7

The Accent on Women Program has continued to grow as each succeeding workshop has increased in attendance. The most recent workshop had an attendance of 140 women. Of these women, 22 percent had learned of the workshop through a friend.⁵

³Information from Patti Bufe, Admissions Specialist, personal interview, Black Hawk College, Moline, Illinois, February 6, 1976.

⁴See Appendix, Documents IV b., V b., VI b.

⁵Memo from Patti Bufe, Admissions Specialist, Black Hawk College, January 19, 1976. See Appendix, Document VII.

In spite of this growing success, the Accent on Women program is in danger of being discontinued. A lack of funds and a failure to approve a coordinator has severely limited the scope of the program.⁶

Psychology of Women Course

Psychology of Women is a course that was developed for television about two years ago at Black Hawk College. It has been aired on cablevision, made available in the Independent Learning Center, and it is currently being offered under the auspices of the Study Unlimited program.

The Black Hawk College Catalogue outlines the content and objectives of Psychology of Women in the following way:

This course examines the role of women in society-past and present-with particular emphasis upon the psychological factors present in both men and women which determine that role. An objective of the course: ⁷To reveal to the student the unique role of women in society.

When Psychology of Women was last shown on cablevision, Spring 1974, thirty-three students were enrolled. Seventeen students were women, and sixteen were men. Thirteen of the women, or 39 percent of the total enrollment, were over twenty-five years of age.⁸

Currently, under the Study Unlimited program, thirty-six students are enrolled in Psychology of Women. The distribution of this population is twenty-two women and fourteen men. However, it was not

⁶ Bufo, interview, February 6, 1976.

⁷ Black Hawk College Catalogue, (published by Board of Community College District Number 503, academic year 1975-76), p. 104. Hereafter referred to as College Catalogue.

⁸ These figures were gathered from the author's personal class records.

possible to determine how many of these women were over twenty-five.⁹

The survey instrument revealed some descriptive data on this course. Table 2 shows that only 18 percent of the day school women surveyed were familiar with the Psychology of Women course, only 4.9 percent had taken the course, and of this number, 66.6 percent felt it was worthwhile. Again, the responses from night school and extension classes were similar to the data from day school.¹⁰

Table 2

Day School Responses to the Psychology of Women Course

N - 122	Percentages	Yes	No
Are you familiar with the program?		18.0	82.0
Have you participated?		4.9	95.1
If yes, did you find it worthwhile?		66.6	33.4

Orientation 100 (For Women Only)

Orientation 100 is a human potential seminar and certain sections are reserved for women only. During the group experience, the women work toward four goals: self-affirmation, self-determination, self-motivation and empathetic regard for other people.¹¹

⁹Information from Marcella Rainey, co-editor and teacher of Psychology of Women, Black Hawk College, Moline, Illinois, February 5, 1976.

¹⁰See Appendix, Documents IV b, V b, VI b.

¹¹Brochure on Human Potential Seminar (Black Hawk College, Moline, Illinois, Spring Semester, 1976).

Currently, there are forty women enrolled in Orientation 100 (For Women Only), and all of these women are twenty-five, years of age or older. One of the seminars has been reserved for assertiveness training only.¹²

Table 3 shows that there is a significant difference between day school and night school women and their participation in Orientation 100. Although both groups seem to be equally familiar with the program, only about 5 percent of the day-time students participated while about 18 percent of the evening students took part.

Table 3

Comparison of Day School and Night School
Women Students and Their Knowledge
and Use of Orientation 100

	N = 122 Day School		N = 46 Night School	
	Percentages	Yes	No	Yes No
Familiarity		16.4	83.6	18.2 81.8
Participation		4.9	95.1	18.1 81.9
Worthwhileness		100.0	--	100.0 --

Study Unlimited

This a new cooperative program of Black Hawk College and the Riverbend Library System. Students participating in this program are able to attain an associate's degree by taking college credit courses at local participating libraries. According to the Black Hawk College

¹²Information from Mary Alice Stewart, Director of Counseling Services, Black Hawk College, Moline, Illinois, February 9, 1976.

Catalogue, "students study at their own pace and at times convenient to them."¹³

Although Study Unlimited was not designed for women only, one of the purposes of the program's development was to meet the specific needs of returning women students. A recent study concluded:

The program is serving the student for whom it was designed-- the part-time student over age twenty-five who has full-time employment or full-time home responsibilities.¹⁴

As Document VIII in the appendix illustrates:

There is 6 percent more enrollment of women students in Study Unlimited courses than is found in the general college population, but most of this difference occurs because of a much higher incidence of women students in the course to prepare for the G.E.D. examination. The totals in Study Unlimited college - credit courses are about the same as those found in the general college population.¹⁵

The vast majority of the women surveyed in this practicum were unfamiliar with Study Unlimited.¹⁶

College Level Examination Program (CLEP)

Black Hawk College will grant a maximum of thirty possible credit hours toward general education requirements through CLEP General Examinations.¹⁷ Although this program is not reserved for women, it offers them another alternative method for obtaining college credit.

¹³College Catalogue, p. 27.

¹⁴Mary A. Stevens, "A Demographic Study of Students Enrolled in Library-Based Courses at Black Hawk College, Moline, Illinois, June 1, 1975, to February 3, 1976." p. i. (Mimeographed.)

¹⁵Stevens, p. 13. See Appendix, Document VIII.

¹⁶See Appendix, Documents IV b, V b, VI b.

¹⁷College Catalogue, p. 11.

Recent findings show that there has been a very small number of students taking advantage of the CLEP program. During the summer and fall semesters of 1975, a total of thirty-nine students took CLEP examinations and only seven, or about 18 percent, of these students were women twenty-five years of age or older.¹⁸

Table 4 illustrates that this can only partially be explained by a lack of knowledge of the program. Of the women surveyed 40 percent were familiar with CLEP, but only 4 to 6 percent had participated.

Table 4

Comparison of Day School, Night School, and Extension
Women Students and Their Knowledge
and Use of CLEP

	N = 122 Day School		N = 46 Night School		N = 18 Extension	
	Yes	No	Yes	No	Yes	No
Familiarity	40.9	59.1	41.0	59.0	50.0	50.0
Participation	8.2	91.8	4.5	95.5	6.3	93.7
Worthwhileness	80.0	20.0	100.0		100.0	

A closer look at the survey data shows that the CLEP program was the best known of all the areas surveyed.¹⁹

Extension Classes

A recent practicum completed by the author and a colleague,

¹⁸ Memo from Charles E. Laws, Dean of Liberal Studies, Black Hawk College, February 11, 1976. See Appendix, Document IX.

¹⁹ See Appendix, Documents IV b, V b, VI b.

took a sampling of the extension classes offered from Black Hawk College over the last three semesters. This sample revealed that the student population in extension courses was comprised of 26 percent males and 74 percent females.²⁰ This high percentage of female participation prompted the author to include the extension program in this study.

Currently, there are five courses being offered in the extension program, and there is a total enrollment of seventy-six students.²¹ A questionnaire was sent to the instructor of each class and returns were received from all but one, or 80 percent.

Table 5 shows that there are seventy-one students in the four classes covered.²² Twenty of these students, or 28 percent were men, fifty-one, or 72 percent were women. Thirty-seven students, or 52 percent of the entire population were returning women students, twenty-five years of age or older.

Table 5

General Enrollment Data for 80% of Current Extension Courses

	Number	Percentage
Total Enrollment	71	
Men	20	28.0
Women	51	72.0
Women over 25	37	52.0

²⁰Kenneth R. Beausang and Peter H. Robinson, "A Governance Analysis of the Extension Program at Black Hawk College..." (unpublished Ed D practicum, Nova University, 1976), p. 52.

²¹Memo from Patti Bufe, Admissions Specialist, Black Hawk College, January 30, 1976. See Appendix, Document X.

²²The difference between these figures and Ms. Bufe's are the result of late enrollments.

The results of this questionnaire indicates that there is a significant population of women to be served in extension courses.

The general survey instrument that was completed by eighteen, or about 50 percent of the returning women students in extension courses that responded, revealed that 100 percent of these women were interested in more individualized courses.²³

Survey Profile of Returning Women Students

Table 6 in the appendix shows that the vast majority of returning women students fall within the age range of twenty-five to forty years of age. The majority are married with two or more children at home. A significant portion of these women--30 percent in day school, 20 percent in night school, and 47 percent in extension classes--have children under six at home.

Table 7 in the appendix illustrates that a considerable number of returning women students are employed: 27.9 percent in day school, 72.7 percent in night school, and 44.4 percent in extension classes. Of the women who are employed, the majority are in full-time jobs.

Table 7 also shows that the majority of returning women students had no college experience prior to enrolling at Black Hawk College. Full-time student enrollment comprises 42.6 percent of the returning women population in day school, 13.7 percent in night school, and 16.7 percent in extension classes. The majority of returning women are part-time students; 57.4 percent in day school, 86.3 percent in night school, and 83.3 percent in extension classes.

²³See Appendix, Document VI a.

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

Black Hawk College has begun to develop a program to meet the demands of Affirmative Action policy in responding to the needs of returning women students. However, there is still much to be done.

According to this study, the Accent on Women program is the best known of the program areas specifically designed for women. Since the majority of the women participating in this program are from the community, the fact that few of the survey population had participated is understandable. Although the program is increasing in popularity, it is in danger of being discontinued because of a lack of funds and coordination. As a community college Black Hawk should see that this program is given the necessary support to continue.

In comparison with the other programs studied, the Psychology of Women course seems to have the lowest degree of support. This may indicate some weaknesses in the course or the method of presentation. The editors of Psychology of Women should investigate these possibilities.

At the present time there does not seem to be any explanation for the higher participation of evening school women in Orientation 100, and this would warrant further investigation. The 100 percent endorsement of all night school and day school women who participated would indicate that Orientation 100 was of significant value to them. Efforts should be made to increase women's knowledge of the seminars. Perhaps this would increase enrollments and more women could benefit from the program.

Although the vast majority of women surveyed were unfamiliar with Study Unlimited, this is understandable. The program was only recently developed and it is located off the main campus. Time should help alleviate this problem. The possibility of establishing a Study

Unlimited outlet in the campus library should be investigated.

The College Level Examination Program was the best known of all the areas surveyed, yet only a small number of students have used the program. Perhaps future studies will reveal why so few students, and particularly returning women students, have availed themselves of the CLEP examinations.

The profile produced by the survey presented a complex picture of many women who are trying to combine the difficult roles of homemaker, employee, and student. This would suggest why Table 8 in the appendix shows that large percentages of women expressed definite preferences for specific time blocks for the scheduling of classes. The demanding schedules of returning women students also help to explain why the majority prefer classes that meet only once or twice a week, and why they are interested in more individualized classes that can be worked into their own unique time schedules.

The results of the survey shown in Table 9 in the appendix supports previous research cited in the Background and Significance portion of this paper. Women are no longer considering a college education as an unnecessary "frill". The combined totals of the following reasons for returning to college--to obtain a degree in a specific program area; to facilitate a job change; to improve job skills; and to prepare to go back to work when children are in school--clearly demonstrate that the majority of returning women students are attending college with a definite and practical goal or purpose in mind. The total percentages were quite similar for all three groups surveyed: 70.6 percent for day school women, 72.7 percent for night school women, and 68.1 percent for women in extension classes.

A study of returning women students in 1973 produced similar results. When women were asked if they planned to work after graduation, 71.6 percent answered positively. Over 63 percent of the women surveyed had returned to college with specific careers or job goals in mind.²⁴ Definite steps must be taken to help returning women students achieve their goals.

The final portion of this practicum will develop four recommendations for improving the present situation of returning women students. These recommendations are: the creation of a position for a coordinator for women's programs; an investigation of altering the present schedule of classes; increased individualization of courses; and continued development of the extension program and Study Unlimited.

Coordinator for Women's Programs

One of the most significant results of this study revealed that even though the College has developed several programs that seem particularly suited to the needs of returning women students, very few women know about these programs.²⁵ A college's responsibility to students begins with recruitment, and it must continue beyond this point. The effectiveness of a college's policy in responding to the needs of any segment of the student population can only be as good as its ability to communicate a knowledge of the programs that are available.

²⁴Pat Durchholtz and Janet O'Connor, "Why Women Go Back to College," Change, October 1973, p. 52.

²⁵See Tables 1, 2, 3, 4, and the Appendix, Documents IV b, V b, and VI b.

A statement made by the evaluation team of the North Central Association seems to allude to this difficulty:

Like most colleges, Black Hawk places a great deal of emphasis on the recruitment of students and, not unlike many, allows student development and service considerations outside the classroom a lower priority once the students are on campus. This may stem, in part, from a philosophy which presumes student development to be a matter of academic achievement solely, and student "services" an ancillary facet to support academic achievement. A preferred alternative may be the perception of this facet of the college's operation as a developmental learning opportunity for the students. Although service (e.g., financial aids, placement, admissions and records) is needed, such aspects of the program as counseling, student activities, athletics, and orientation offer opportunities for student growth in salient ways outside of the classroom. Viewed from this perspective, the college's mission to provide for "...meaningful opportunities for individual growth and response to an ever-changing society..." (Self-Study, p. 10) might be fulfilled to a greater extent.²⁵

A Coordinator for Women's Programs could provide an invaluable service of communication to returning women students. This person could (1) coordinate and strengthen existing programs, (2) aid in the development of new programs, and (3) assist in other areas of need (e.g., financial aids, academic advisement, personal counseling, sitter service) as indicated in Table 10 in the appendix.

Ideally, this should be a full-time staff person located in the counseling services. However, this is not to suggest adding increased responsibility to a present member of the counseling staff. A new position should be created. Again, observations by the evaluation team seem to support this recommendation:

An improved counselor/student ratio would permit more time for appropriate evaluation and supervision of the professionals by the director. Additionally, greater flexibility would be

²⁶ "Report of a Visit to Black Hawk College," (Moline, Illinois: Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, January, 1975), p. 38. (Mimeographed.) Hereafter referred to as "Evaluation Report."

provided for service to the evening, adult education, ABE, and satellite program student population.²⁷

If an additional staff person is not economically feasible, there are two possible alternatives. A faculty member could be given some released time to assume a portion of these activities, or a faculty committee might be appointed to act as a coordinating body.

Investigation of Altering the Present Schedule of Classes

Presently, the majority of University Parallel Program courses are offered on a three day or two day sequence (e.g., Monday, Wednesday, Friday or Tuesday, Thursday). Tables 8 and 10 in the appendix show that a large majority of returning women students prefer classes to meet once or twice a week.

Perhaps a schedule of classes that reserved Monday for once a week sessions, and Tuesday--Thursday and Wednesday--Friday for twice a week sessions should be investigated. A representative sampling of the administration, faculty, and student body would demonstrate whether this plan would be beneficial to the majority of the college population.

While the logistics of instituting such a plan would be considerable, better service to the majority of the college population should be the chief concern. Flexibility of scheduling is defended by Stone as cited earlier in the Background and Significance portion of this paper.

²⁷Evaluation Report," p. 35.

If a schedule change proved feasible it might result in some interesting side benefits since a large portion of the student body and faculty might be on campus only three or four days a week. For example, it could result in increased office space for faculty who are on alternating schedules. The severe problem of inadequate parking may also be alleviated. Finally, a considerable savings in time and money would be realized by commuting students who are making fewer trips to the campus.

Increased Individualization of Courses

Table 8 in the appendix shows that large percentages of returning women students are interested in more individualized courses. An informal investigation of several course areas (e.g., sociology, history, English, psychology and business related courses) revealed that a great deal of individualization has already been done or is in progress. Increased efforts in this area will expand college credit opportunities for returning women students who are unable to adapt their demanding schedules to inflexible classroom settings.

Continued Development of Extension Courses and Study Unlimited

The large percentages of returning women students in extension courses and the Study Unlimited program warrant the further expansion of these areas. This will strengthen the college's policy to "better serve those who have been less than adequately served in the past."²⁸

²⁸ "A Self Study," p. 5.

The survey of women in extension classes demonstrates a strong desire for more individualized courses. Women from the extension outlet of Geneseo constituted 41.6 percent of the respondents. This would indicate that there might be a significant audience for the Study Unlimited program in the Geneseo Public Library.

It has been demonstrated in a previous study that target populations should be clearly identified if extension programs are going to be successful.²⁹ The same should be true for the Study Unlimited program. The Geneseo extension class has identified a possible Study Unlimited audience, and perhaps other Study Unlimited outlets can help identify future extension course needs. In this way, the two programs can grow in a complimentary fashion. Study Unlimited would provide the flexibility and efficiency of individualized instruction, while occasional extension classes would make possible valuable student and instructor interaction.

²⁹Beausang and Robinson, p. 19.

CONCLUSION

The adoption of these recommendations would enhance the effectiveness of Black Hawk College's Affirmative Action Plan by improving the opportunities of returning women students.

The challenge to all institutions of higher education is clearly stated in the Newman report:

Colleges and universities have an unparalleled opportunity to affect the status of women. Their role in the transmission of values and the preparation of men and women for careers makes this opportunity a responsibility that these educational institutions must not ignore if they are to be responsive to the needs of society.¹

Black Hawk College has begun to meet this challenge. Continued efforts will strengthen current programs and lead to new ways of adapting to the demands of an everchanging society.

¹Newman, p. 56.

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APPENDIX

Proposed major selected by these students:

	<u>Number</u>	<u>Percent</u>
Educational fields (teaching, counseling, educational administration, etc.)	80	10%
Business, Politics, and Persuasive Fields	171	21%
Social Sciences and Religious Fields	68	9%
Scientific Fields	49	6%
Agriculture and Forestry Fields	13	2%
Health Fields	154	19%
Engineering Fields	45	6%
Trade, Industrial, and Technical Fields	34	4%
Other Fields	6	1%
Undecided	69	9%
No response	<u>102</u>	<u>13%</u>
	794	100%

2. All students enrolled in degree programs, fall 1973.

In the fall of 1973, 5,159 students were enrolled in courses in degree programs. The following tables created from college records break this population down into categories by sex, full or part-time enrollment, racial or ethnic background, program, age, financial information, and residence.

	<u>Number</u>	<u>Percent</u>
Sex	2,867 Male	55.5%
	2,292 Female	44.4%
Enrollment	2,341 Full-time	45.4%
	2,818 Part-time	54.6%
Racial/ethnic background	3,441 Caucasian	66.7%
	158 Black	3.1%
	72 Chicano	1.4%
	9 American	0.2%
	6 Oriental	0.1%
	1,473 No response	28.5%

PART II

Fall 1975 Enrollment Survey

COLLEGE NAME Black Hawk College, Quad-Cities CampusDISTRICT NUMBER 503CAMPUS NUMBER 01FICE CODE 001638

Table 7

STUDENT HEADCOUNT ENROLLMENT BY SEX AND ETHNIC ORIGIN
ACCORDING TO CIVIL RIGHTS COMPLIANCE CATEGORIES

	Caucasian	Afro-American	American Indian	Oriental	Spanish Surnamed	No Indication and All Other Students	Total All Students
01 Male	2563	130	13	34	109	721	3570
02 Female	2481	159	5	33	87	1231	3996
03 TOTAL	5044	289	18	67	196	1952	7566 *

* Figure entered here must be equal to the total instructional program headcount enrollment, i.e., the sum of on-campus, off-campus, extension and home study enrollments shown in Tables A-1, A-2, A-3, and A-4 (line 99).

STUDENT HEADCOUNT ENROLLMENT IN INSTRUCTIONAL PROGRAM AREAS BY AGE
(Age of Students at Time of Registration)

AGE	BACCALAUREATE		OCCUPATIONAL		GENERAL STUDIES**		TOTAL		GRAND TOTAL
	Men	Women	Men	Women	Men	Women	Men	Women	
16 & under	27	20	19	19	15	12	61	51	112
17	79	77	32	63	27	12	138	152	290
18	243	210	138	206	19	25	400	441	841
19	196	131	92	150	20	19	308	300	608
20	120	69	78	78	9	21	207	168	375
21	59	33	54	62	19	18	132	113	245
22	66	31	45	36	19	11	130	78	208
23	60	26	57	36	7	5	124	67	191
24	44	20	52	38	14	17	110	75	185
25	29	27	55	26	13	10	97	63	160
26	54	31	65	31	6	5	125	67	192
27	44	15	59	33	5	18	108	66	174
28	35	14	54	22	9	4	98	40	138
29	23	19	41	16	6	9	70	44	114
30	27	19	40	14	6	10	73	43	116
31-35	80	74	153	120	22	45	255	239	494
36-40	52	57	87	59	22	25	161	141	302
Over 40	57	106	77	86	90	148	224	340	564
98 Unknown	112	92	148	198	489	1218	749	1508	2257
99 TOTAL	1407	1071	1346	1293	817	1632	3570	3996	7566

* Figure entered here must equal the total instructional headcount enrollment, i.e., the sum of on-campus, off-campus, extension and home study headcount enrollments shown in Tables A-1, A-2, A-3, and A-4 (line 99).

** Includes Undeclared Majors.

This is a survey designed to analyze the attitudes and needs of returning women students at Black Hawk College. It is to be completed by women who are 25 years of age or older.

1. Your present age: 25-30 34.4, 31-40 47.5, 41-50 16.5, over 50 1.6
2. Your present marital status: married 70.5, separated 4.9, divorced 16.5, widowed 6.5 Single 1.6
3. Do you have children at home? yes 96.8, no 3.2
4. If so, how many? one 16.4, two or three 62.3, four or more 21.3
5. Are any of them under the age of 6? yes 30.7, no 69.3
6. Are you employed? yes 27.9, no 65.6, part-time 41.1, full-time 58.9
7. Had you ever attended college before enrolling at Black Hawk? yes 47.6, no 52.4
8. Are you a full-time student? 42.6 or a part-time student 57.4
9. Where are you taking your courses? Quad Cities Campus 86.8, extension _____, or both places 13.2
10. What times do you find most convenient for taking courses? mornings 8:00- 10:00 25.0, mid-day 10:00- 2:00 56.3, afternoons 2:00- 5:00 3.7, evenings 7:00- 10:00 15.0
11. Would you prefer classes to meet: once a week 39.3, twice a week 34.5, 3 times a week 26.2
12. Would you like to see more courses at the college individualized so you could do course work on your own time schedule? yes 59.0, no 41.0
13. What course areas are you most interested in? List five in order of preference.
 1. Psychology
 2. Sociology
 3. English
 4. Art
 5. Business, Secretarial
 6. Speech
 7. Education, Nursing
 8. Accounting, biology, history, philosophy
 9. Science
 10. Social work

14. What was your main reason for enrolling in course work at Black Hawk College?

Check one:

- 33.0 To obtain a degree in a specific program area, i.e. nursing, working toward an associate degree, etc.
10.5 To facilitate a job change
15.2 Exploring interests that might lead to a new field
1.2 Courses are related to your job and employers are paying for it
25.9 Preparing yourself to go back to work in a few years when your children are in school
13.0 No particular goal, interested in personal enrichment
 Other. Please specify _____

15. The following are some of the programs or courses that are offered at Black Hawk College that were directly designed for women or that offer unique credit opportunities for all students. Please indicate your familiarity with and participation in these programs.

1. Accent on Women Program
 Are you familiar with this program? yes 31.1, no 68.9
 Have you participated? yes 9.8, no 90.2
 If yes, did you find it worthwhile? yes 83.3, no 16.7
2. Psychology of Women Course
 Are you familiar with this course? yes 18.0, no 82.0
 Have you participated? yes 4.9, no 95.1
 If yes, did you find it worthwhile? yes 66.6, no 33.4
3. Orientation 100 (for Women Only)
 Are you familiar with this program? yes 16.4, no 83.6
 Have you participated? yes 4.9, no 95.1
 If yes, did you find it worthwhile? yes 100.0, no _____
4. Independent Study
 Are you familiar with this program? yes 42.6, no 57.4
 Have you participated? yes 21.3, no 78.7
 If yes, did you find it worthwhile? yes 76.9, no 23.1
5. Study Unlimited
 Are you familiar with this program? yes 11.4, no 88.6
 Have you participated? yes 3.3, no 96.7
 If yes, did you find it worthwhile? yes 100.0, no _____
6. College Level Examinations Programs (CLEP)
 Are you familiar with this program? yes 40.9, no 59.1
 Have you participated? yes 8.2, no 91.8
 If yes, did you find it worthwhile? yes 80, no 20

16. Which of the following areas or programs do you feel need to be strengthened or developed to better serve the needs of returning women students at Black Hawk College? Check the ones that you feel you would personally use or benefit from.

16.3 Increased courses taught from women's perspectives, i.e., women in literature, women in history, etc.
27.8 More information on financial aids
32.7 Sitter service offered at the college
32.7 More academic advisement
34.4 Increased extension course offerings
9.8 Additional accent on Women Programs
8.1 Additional Cable-Television Courses
27.8 Additional counseling for women
52.4 More courses offered on a once a week basis to cut down on trips to the campus or extension centers
 Other. Please specify _____

17. What town or city are you from in the college district? _____

1. Moline	29.1
2. Rock Island	22.8
3. East Moline	7.6
4. Geneseo	7.6
5. Orion	3.7

Rest of the population divided among small towns throughout the district.

This is a survey designed to analyze the attitudes and needs of returning women students at Black Hawk College. It is to be completed by women who are 25 years of age or older.

1. Your present age: 25-30 34.8, 31-40 47.9, 41-50 17.3, over 50 .0
2. Your present marital status: married 77.3, separated --, divorced 18.1, widowed -- Single 4.6
3. Do you have children at home? yes 68.1, no 31.9
4. If so, how many? one 20.0, two or three 66.7, four or more 13.3
5. Are any of them under the age of 6? yes 20.0, no 80.0
6. Are you employed? yes 72.7, no 27.3, part-time 35.0, full-time 64.3
7. Had you ever attended college before enrolling at Black Hawk? yes 27.3, no 72.7
8. Are you a full-time student? 13.7 or a part-time student 86.3
9. Where are you taking your courses? Quad Cities Campus 100.0, extension ---, or both places ---
10. What times do you find most convenient for taking courses?
mornings 8:00- 10:00 8.0, mid-day 10:00- 2:00 12.0,
afternoons 2:00- 5:00 12.0, evenings 7:00- 10:00 60.0,
5:00 - 7:00 8.0
11. Would you prefer classes to meet: once a week 22.8, twice a week 77.2, 3 times a week ---
12. Would you like to see more courses at the college individualized so you could do course work on your own time schedule? yes 50.0, no 50.0
13. What course areas are you most interested in? List five in order of preference.
 1. Psychology
 2. English
 3. Science courses
 4. Business, Sociology, Speech
 5. Education, Fine Arts
 6. Child Development, Physical Education, Philosophy

- 2 -

14. What was your main reason for enrolling in course work at Black Hawk College?

Check one:

31.8 To obtain a degree in a specific program area, i.e. nursing, working toward an associate degree, etc.

4.5 To facilitate a job chance

9.0 Exploring interests that might lead to a new field

13.6 Courses are related to your job and employers are paying for it

22.8 Preparing yourself to go back to work in a few years when your children are in school

18.3 No particular goal, interested in personal enrichment

Other. Please specify _____

15. The following are some of the programs or courses that are offered at Black Hawk College that were directly designed for women or that offer unique credit opportunities for all students. Please indicate your familiarity with and participation in these programs.

1. Accent on Women Program

Are you familiar with this program? yes 22.7, no 77.3

Have you participated? yes 9.1, no 90.9

If yes, did you find it worthwhile? yes 100.0, no _____

2. Psychology of Women Course

Are you familiar with this course? yes 13.6, no 86.4

Have you participated? yes _____, no 100.0

If yes, did you find it worthwhile? yes _____, no _____

3. Orientation 100 (for Women Only)

Are you familiar with this program? yes 18.2, no 81.8

Have you participated? yes 18.1, no 81.9

If yes, did you find it worthwhile? yes 100.0, no _____

4. Independent Study

Are you familiar with this program? yes 41.0, no 59.0

Have you participated? yes 4.5, no 95.5

If yes, did you find it worthwhile? yes 100.0, no _____

5. Study Unlimited

Are you familiar with this program? yes 9.0, no 91.0

Have you participated? yes _____, no 100.0

If yes, did you find it worthwhile? yes _____, no _____

6. College Level Examinations Programs (CLEP)

Are you familiar with this program? yes 41.0, no 59.0

Have you participated? yes 4.5, no 95.5

If yes, did you find it worthwhile? yes 100.0, no _____

16. Which of the following areas or programs do you feel need to be strengthened or developed to better serve the needs of returning women students at Black Hawk College? Check the ones that you feel you would personally use or benefit from.

39.1 Increased courses taught from women's perspectives,
i.e., women in literature, women in history, etc.
17.3 More information on financial aids
21.7 Sitter service offered at the college
43.4 More academic advisement
21.7 Increased extension course offerings
4.3 Additional Accent on Women Programs
4.3 Additional Cable-Television Courses
8.6 Additional counseling for women
26.0 More courses offered on a once a week basis to cut
down on trips to the campus or extension centers
Other. Please specify _____

17. What town or city are you from in the college district? _____

1. Moline	38.9
2. Rock Island	33.4
3. Milan	11.2
4. East Moline	5.5
5. Geneseo	5.5
6. Sherrard	5.5

This is a survey designed to analyze the attitudes and needs of returning women students at Black Hawk College. It is to be completed by women who are 25 years of age or older.

1. Your present age: 25-30 44.4, 31-40 50, 41-50 5.6, over 50 ---
2. Your present marital status: married 83.4, separated 5.5, divorced 11.1, widowed --- Single ---
3. Do you have children at home? yes 94.5, no 5.5
4. If so, how many? one 5.8, two or three 76.6, four or more 17.6
5. Are any of them under the age of 6? yes 47.0, no 53.0
6. Are you employed? yes 44.4, no 55.6, part-time 12.5, full-time 87.5
7. Had you ever attended college before enrolling at Black Hawk? yes 38.8, no 61.2
8. Are you a full-time student? 16.7 or a part-time student 83.3
9. Where are you taking your courses? Quad Cities Campus ---, extension 66.7, or both places 33.3
10. What times do you find most convenient for taking courses? mornings 8:00- 10:00 15.8, mid-day 10:00- 2:00 15.8, afternoons 2:00- 5:00 ---, evenings 7:00- 10:00 68.4
11. Would you prefer classes to meet: once a week 83.3, twice a week 16.7, 3 times a week ---
12. Would you like to see more courses at the college individualized so you could do course work on your own time schedule? yes 100.0, no ---
13. What course areas are you most interested in? List five in order of preference.
 1. Sociology
 2. Psychology
 3. English
 4. Art
 5. Nursing, Social work, Music

14. What was your main reason for enrolling in course work at Black Hawk College?

Check one:

31.8 To obtain a degree in a specific program area, i.e. nursing, working toward an associate degree, etc.

9.1 To facilitate a job change

18.1 Exploring interests that might lead to a new field
Courses are related to your job and employers are paying for it

27.2 Fearing yourself to go back to work in a few years when your children are in school

13.8 No particular goal, interested in personal enrichment

Other. Please specify

15. The following are some of the programs or courses that are offered at Black Hawk College that were directly designed for women or that offer unique credit opportunities for all students. Please indicate your familiarity with and participation in these programs.

1. Accent on Women Program

Are you familiar with this program? yes 25.0, no 75.0

Have you participated? yes 6.3, no 93.7

If yes, did you find it worthwhile? yes 100.0, no

2. Psychology of Women Course

Are you familiar with this course? yes 25.0, no 75.0

Have you participated? yes 6.3, no 93.7

If yes, did you find it worthwhile? yes 100.0, no

3. Orientation 100 (for Women Only)

Are you familiar with this program? yes 6.3, no 93.7

Have you participated? yes , no 100.0

If yes, did you find it worthwhile? yes , no

4. Independent Study

Are you familiar with this program? yes 37.5, no 62.5

Have you participated? yes 12.5, no 87.5

If yes, did you find it worthwhile? yes 100.0, no

5. Study Unlimited

Are you familiar with this program? yes 12.5, no 87.5

Have you participated? yes 6.3, no 93.7

If yes, did you find it worthwhile? yes 100.0, no

6. College Level Examinations Programs (CLEP)

Are you familiar with this program? yes 50.0, no 50.0

Have you participated? yes 6.3, no 93.7

If yes, did you find it worthwhile? yes 100.0, no

16. Which of the following areas or programs do you feel need to be strengthened or developed to better serve the needs of returning women students at Black Hawk College? Check the ones that you feel you would personally use or benefit from.

22.2 Increased courses taught from women's perspectives, i.e., women in literature, women in history, etc.

5.5 More information on financial aids

11.1 Sitter service offered at the college

16.6 More academic advisement

61.1 Increased extension course offerings

16.6 Additional Accent on Women Programs

11.1 Additional Cable-Television Courses

22.2 Additional counseling for women

72.2 More courses offered on a once a week basis to cut down on trips to the campus or extension centers

Other. Please specify _____

17. What town or city are you from in the college district? _____

1. Geneseo	41.6
2. Riverdale	19.4
3. Orion	13.8
4. Moline	8.3
5. Not indicated	16.9

BLACK HAWK COLLEGE

MEMO

TO: Mary Stewart and Bart Schiermeyer
FROM: Patti Bufe
SUBJECT: Follow-Up Study of "How To Be Me Workshop" Held on Jan. 7, 1976
DATE: January 19, 1976

I. Attendance - 140 adults
10 children

II. AGE	-	20 - 31 yr. of age group	<u>4%</u>
	-	32 - 40 yr. of age group	<u>15%</u>
	-	41 - 45 yr. of age group	<u>34%</u>
	-	46 - 50 yr. of age group	<u>24%</u>
	-	50 - 60 yr. of age group	<u>22%</u>
	-	60 + age group	<u>.7%</u>

III. The source of knowledge concerning workshop:

<u>38%</u>	Newspaper
<u>27%</u>	Brochure
<u>9%</u>	Mental Health Society
<u>22%</u>	Friend
Other	<u>4%</u>

IV. Are you presently attending classes at Black Hawk College?

<u>8%</u> Yes	<u>92%</u> No
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There is six percent more enrollment of women students in Study Unlimited courses than is found in the general college population, but most of this difference occurs because of a much higher incidence of women students in the course to prepare for the G.E.D. examination. The totals in Study Unlimited college-credit courses are about the same as those found in the general college population.

TABLE 5: Comparison of Distribution by Sex of Students Enrolled in All Study Unlimited Courses (6/1/75-2/3/76) and All Black Hawk College Students, Quad-Cities Campus						
	College Credit	Percent	GED Prep	Percent	Total	Percent
<u>Study Unlimited</u>						
Male	48	46%	4	19%	52	41%
Female	57	54%	17	81%	74	59%
Total	105	100%	21	100%	126	100%
<u>General College</u>						
Male					3570	47%
Female					3996	53%

An average of 30% of students enrolled in Study Unlimited are studying under veterans' benefits, higher than the average of 22% among the general college population during the spring semester of 1976.

TABLE 6: Students Studying under Veterans' Benefits in Study Unlimited (6/1/75-2/3/76)		
	Number	Percent
Yes	32	30%
No	62	59%
Unknown	11	10%

BLACK HAWK COLLEGE
MEMO

TO: Ken Beausang
FROM: C. E. Laws *CEL*
SUBJECT: CLEP Statistics
DATE: February 11, 1976

1. How many students took advantage of the CLEP program during the

	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Women 25-over</u>
Summer semester:	21	12	9	6
Fall Semester:	18	10	8	1

Hope this information is sufficient.

BLACK HAWK COLLEGE

MEMO

TO: Dr. Reid, Dr. Puffer, Mr. Dan, Dr. Carlsen, Dean Moon,
Dr. Fiedler and Mr. Schiermeyer

FROM: Patti Bufe, Admissions Specialist

SUBJECT: Off-Campus College Credit Courses

DATE: January 30, 1976

I thought you would be interested in knowing what courses are being offered for college credit at off-campus locations.

- (1) Rockridge - Psychology 260 = 15 students
- (2) Orion - Speech 101 = 10 students
Sociology 100 = 12 students
- (3) Riverdale - Sociology 100 = 13 students
- (4) J. D. Darnall - Sociology 251 = 26 students

The totals for the five semesters that we have offered off-campus courses are:

Spring 1974	=	52 students
Fall 1974	=	46 students
Spring 1975	=	65 students
Fall 1975	=	93 students
Spring 1976	=	76 students

There was not enough interest in Sherrard to offer courses. It was necessary to cancel Psychology 102 and Orientation 100 in Orion. Also, we cancelled Sociology 100 at Erie High School.

PB/sd

Table 6

Profile of Returning Women Students'
Distribution, Marital Status, and Number of Children

	<u>Day School</u>	<u>Night School</u>	<u>Extension</u>
Number Surveyed	122	46	18
Age Distribution	Percentages	Percentages	Percentages
25-30	34.4	34.8	44.4
31-40	47.5	47.9	50.0
41-50	16.5	17.3	5.6
over 50	1.6	---	---
Marital Status			
Married	70.5	77.3	83.4
Separated	4.9	---	5.5
Divorced	16.5	18.1	11.1
Widowed	6.5	---	---
Single	1.6	4.6	---
Children at Home			
Yes	96.8	68.1	94.5
No	3.2	31.9	5.5
Number			
1	16.4	20.0	5.8
2 or 3	62.3	66.7	76.6
4 or more	21.3	13.3	17.6
Children under Age of 6			
Yes	30.7	20.0	47.0
No	69.3	80.0	53.0

Table 7

Employment and Enrollment Analysis
of Returning Women Students

	<u>Day School</u>	<u>Night School</u>	<u>Extension</u>
Number Surveyed	122	46	18
Employed	Percentages	Percentages	Percentages
Yes	27.9	72.7	44.4
No	65.6	27.3	55.6
Full-time	58.9	64.3	87.5
Part-time	41.1	35.0	12.5
Previous College Attendance			
Yes	47.6	27.3	38.0
No	52.4	72.7	61.0
Present Status			
Full-time Student	42.6	13.7	16.7
Part-time Student	57.4	86.3	83.3

Table 8

Analysis of Preferred Time Blocks, Frequency
of Meeting and Individualized Courses

	<u>Day School</u>	<u>Night School</u>	<u>Extension</u>
Number Surveyed	122	46	18
Time Blocks	Percentages	Percentages	Percentages
8:00-10:00 AM	25.0	8.0	15.8
10:00-2:00 PM	56.3	12.0	15.8
2:00-5:00 PM	3.7	12.0	---
7:00-10:00 PM	15.0	60.0	68.4
Frequency			
1 a week	39.3	22.8	83.3
2 a week	34.5	77.2	16.7
3 a week	26.2	---	---
Individualized Courses			
Yes	59.0	50.0	100.0
No	41.0	50.0	---

Table 9

Reasons for Returning Women Students
Enrolling in Course Work

	<u>Day School</u>	<u>Night School</u>	<u>Extension</u>
Number Surveyed	122	46	18
	Percentages	Percentages	Percentages
* To obtain a degree in a specific program area	33.0	31.8	31.8
* To facilitate a job change	10.5	4.5	9.1
Exploring interests that might lead to a new field	15.2	9.0	18.1
* Courses are related to your job and employers are paying for it	1.2	13.6	---
* Gearing yourself to go back to work in a few years when your children are in school	25.9	22.8	27.2
No particular goal, interested in personal enrichment	13.0	18.3	13.8
* <u>Combined totals of more purposeful reasons</u>	70.6	72.7	68.1

Table 10

Perceptions of Returning Women Students
as to Programs or Areas That
Need to be Strengthened
or Developed

	<u>Day School</u>	<u>Night School</u>	<u>Extension</u>
Number Surveyed	122	46	18
	Percentages	Percentages	Percentages
Increased Courses taught from women's perspectives	16.3	39.1	22.2
More information on financial aid	27.8	17.3	5.5
Sitter service offered at the college	32.7	21.7	11.1
More academic advisement	32.7	43.4	16.6
Increased extension course offerings	34.4	21.7	61.1
Additional Accent on Women programs	9.8	4.3	16.6
Additional Cable- Television courses	8.1	4.3	11.1
Additional counseling for women	27.8	8.6	22.2
More courses offered on a once a week basis	52.4	26.0	72.2